

Geography A

OCR GCSE in Geography A J380

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IMPORTANT

This qualification contains one unit which is available in either electronic or paper-based format. Appendix C in this specification includes a list of technical requirements for running computer-based tests.

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1 About these Qualifications

This booklet contains OCR's GCSE specification in Geography A for teaching from September 2009.

The development of this specification aims to provide an innovative course encompassing relevant and modern Geography fit for the 21st Century.

This specification enables candidates to appreciate the importance of geography for understanding the world around them. It supports the learning of geographical concepts and encourages candidates to think geographically.

It also attempts to draw upon content which is up-to-date and relevant such as uneven development, sustainability and globalisation. The Specification will seek to develop candidates Geographical skills such as use of GIS, enquiry and analysis through fieldwork and research.

The Specification provides the opportunity to combine Geographical, general and vocational elements of study in fresh and exciting ways, as well as the option to follow a more 'academic' geography course.

1.1 GCSE

From September 2009 the GCSE is made up of 4 mandatory units. Units A671, A672 and A674 are externally assessed; A673 is internally assessed controlled assessment.

1.2 Qualification Title and Levels

This qualification is shown on a certificate as:

- OCR GCSE in Geography A.

This qualification is approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).

Candidates who gain Grades A* to C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

1.4 Aims and learning outcomes

GCSE specifications in geography should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. They should prepare learners to make informed decisions about further learning opportunities and career choices.

The aims of this specification are for learners to:

- actively engage in the process of geography to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world
- develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments from local to global
- appreciate the differences and similarities between people's views of the world, its environments, societies and cultures
- understand the significance of values and attitudes to the development and resolution of issues
- develop their responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive
- develop and apply their learning to the real world through fieldwork and other out of classroom learning
- use of geographical skills, appropriate technologies, enquiry and analysis.

1.5 Prior Learning/Attainment

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or an Entry 3 at Entry Level within the National Qualifications Framework.

2 Summary of Content

2.1 GCSE Units

Unit A671: *Extreme Environments*

Study of two contrasting extreme environments

- A Desert Environment AND a polar environment OR mountain environment
 - Where are they found?
 - What are they like?
 - How do we use them?
 - What challenges do they pose for people?

Unit A672: *You as a Global Citizen*

- Task 1: Investigate how consumer decisions may have a positive or negative impact on people.
- Task 2: Investigate a local retail area.

At least one of the tasks must involve primary data collection.

Presentation of this work can take a variety of formats including, for example, presentations, poems, posters, video, oral, reflective journals, fieldwork data collection sheets, research tasks, reports, extended writing and cartoons.

Unit A673: *Similarities and differences*

Study of a location in the UK ("Your place") and one non-UK city or region

- How do you feel about your place
- How is it represented by others
- What are the major issues affecting your place at the moment
- Your place within the UK
- Study of a non UK location
- How is that place perceived
- What are the similarities and differences with your place
- What are the links with your place and the UK

Unit A674: *Shaping our fast changing world*

Candidates will deal with identifying issues, effects and possible future scenarios.

Issues covered in this unit will be of global concern and could include:

- Population change
- Our changing planet (global climate change and change through natural events)
- Trade, Aid and Superpowers
- The Challenge of planning (urban, transport, food, water, leisure)

3 Content

3.1 Unit A671: *Extreme Environments*

Candidates MUST make a detailed study of **ONE** hot desert environment and a detailed study of **ONE** environment chosen from a polar or mountain region.

Extreme Environments

<i>Enquiry Questions</i>	<i>Key Ideas</i>	<i>Candidates should be able to:</i>
<ul style="list-style-type: none">• What do I already know about extreme environments?• What are they? How are they/have they been represented in the media, in literature and the arts?• What environments within the UK may be considered extreme?	<ul style="list-style-type: none">• Candidates' own views and ideas about extreme environments.• Examination of cultural resources which show extreme environments, e.g. film, photographs, expedition reports, stories, poetry.• An appreciation of the variety and differences within landscapes in the UK should be consolidated (e.g. through out of classroom learning, fieldwork)	<ul style="list-style-type: none">• Present their own understandings of the term 'extreme environment' and explain the different ways in which people have viewed these areas past and present.• Appreciate unfamiliar environments

Desert environment

<i>Enquiry Questions</i>	<i>Key Ideas</i>	<i>Candidates should be able to</i>
<ul style="list-style-type: none"> What is a hot desert? Where are hot deserts found? What is the climate like? What physical processes occur? What landforms occur? How are hot deserts used by people? What challenges do hot deserts pose? 	<ul style="list-style-type: none"> Study of large scale desert areas (e.g. Sahara, Atacama, Kalahari, Thar) Hot deserts only occur in certain locations The climate within these regions can vary within a year and between years Examine the link between common climatic features of desert areas and how they have influenced the physical environment (<u>including vegetation</u>) in desert areas. Physical features such as wadis, yardangs, zeugen, rock pedestals occur as a result of particular physical processes Hot deserts are used in a variety of ways and for a variety of reasons (e.g. by indigenous people, tourists, multi national companies) The use of hot deserts occurs at a variety of scales (e.g. by indigenous families, by tribes, by industrial concerns) There are many challenges that hot deserts pose e.g. drought, extremes of temperature, some of which may be overcome in a variety of ways Desertification threatens many desert regions. It has physical and human causes which may be alleviated. Cultures may amalgamate or disappear as deserts spread 	<ul style="list-style-type: none"> Locate hot deserts Describe and explain the key climatic characteristics Understand the key physical processes at work Describe the landforms created by these processes Exemplify the uses of hot deserts Describe, using examples, how people make use of hot desert environments Understand the challenges posed by hot deserts to people Understand the causes and impacts of, and solutions to, desertification

Polar environment or mountain environment

<i>Enquiry Questions</i>	<i>Key Ideas</i>	<i>Candidates should be able to:</i>
<ul style="list-style-type: none"> Where is the area we are studying? Why is it a good example of an extreme environment? What are the important controlling factors? What are its typical features <u>and landforms</u>? How do we explain the formation and characteristics of this extreme environment? Identify and describe the main physical processes at work What do some of the typical landscapes look like and why? 	<ul style="list-style-type: none"> What are the key characteristics of extreme environments Examine location and key features of one extreme environment (chosen from the list below) focusing on one coherent region/area: Study of a choice of a Polar environment OR a Mountainous environment. 	<ul style="list-style-type: none"> Describe the geographical location identify broad characteristics identify features of the chosen extreme environment explain how it fits the definition of an extreme environment.
<ul style="list-style-type: none"> How is this environment being represented? How have people been inspired, challenged, attracted or repelled by it? What does it tell us about people as well as about the area? 	<ul style="list-style-type: none"> Examination of chosen environment seen through relevant examples (e.g. historic records, expedition reports, literature, poetry, paintings, music and popular writing.) Utilise skills of using and interpreting different kinds of source material. 	<ul style="list-style-type: none"> Understand and explain the different ways in which this chosen extreme environment has been represented, imagined and perceived; Understand the value of literary, artistic and popular sources in studying it.
<ul style="list-style-type: none"> What are the opportunities, constraints and challenges for humans that this extreme environment presents? 	<ul style="list-style-type: none"> Define main characteristics of the physical geography of the chosen environment, highlighting the climatic factors and explaining the processes of landscape formation and change. 	<ul style="list-style-type: none"> Explain the main climatic factors influencing the chosen extreme environment; Describe and explain examples of some typical physical features in the chosen environment;

<i>Enquiry Questions</i>	<i>Key Ideas</i>	<i>Candidates should be able to:</i>
<ul style="list-style-type: none"> How have people responded to the challenges and made use of the area studied? 	<ul style="list-style-type: none"> Look at the way the chosen environment is used - in a variety of ways and for a variety of reasons (local people, tourism, MNC's) 	<ul style="list-style-type: none"> Identify, explain and compare the range of ways in which humans have used and responded to the area, referring to specific examples.
<ul style="list-style-type: none"> What kind of changes might occur? Who is affected? Which is most significant – changing physical processes or changing perceptions? What do I think/feel about this area? How can I express views and feelings? 	<ul style="list-style-type: none"> Processes which might lead to future change. Implications of change at different scales. Selective visions for the chosen area and different ways of articulating these. Candidates' own views/responses. 	<ul style="list-style-type: none"> Identify likely future changes to the area (natural, economic, social), recognising significant local, regional and global implications; Present their own views about, and creative responses to, this extreme environment.

3.2 Unit A672: *You as a Global Citizen*

The Impact of Our Decisions

Candidates are required to complete two pieces of controlled assessment tasks, at least one of which must involve primary data collection.

The assessment should not exceed 1,000 words for each piece of controlled assessment task.

Both tasks will be assessed together using the marking grid provided.

Candidates may use appropriate presentation formats for their controlled assessment including, for example, presentations, poems, posters, video, oral, reflective journals, fieldwork data collection sheets, research tasks, reports, extended writing and cartoons as long as they are compatible with the OCR Interchange facility.

Where candidates have collected information collaboratively, their own contribution to that collection should be highlighted.

Task 1: Investigate how consumer decisions may have a positive or negative impact on people.

Candidates will investigate how consumer decisions may have a positive or negative impact on people. This may be at a very local scale or global impacts may be investigated and should make reference to how this could change in future.

Task 2: Investigate a local retail area.

Candidates will investigate a local retail area (eg: farmers' market, shopping centre, out of town retail park). Candidates will assess the extent to which the area is sustainable, and will suggest how it could be developed in the future to improve sustainability.

Issues raised may relate to a range of aspects e.g. building and infrastructure design, products sold and accessibility options.

3.3 Unit A673: *Similarities and differences*

Candidates will study a location in the UK that is special to them (this is referred to as “Your place”) and one non-UK city or region. Neither example should be a country. Links between the two locations should be identified and explored.

<i>Enquiry Questions</i>	<i>Key Ideas</i>	<i>Candidates should be able to:</i>
<ul style="list-style-type: none"> What is ‘your place’? Where is it? What do I know about it? How do I feel about this place? Why is it important to me – and others? How is this place seen, represented and experienced by others? For what different purposes? 	<ul style="list-style-type: none"> Candidates’ personal geographies. ‘Your place’ as defined by the candidate’s personal geographies Views, images, perceptions of others. 	<ul style="list-style-type: none"> Define and explain their own understanding of what constitutes their own place; Understand that other people and organisations hold different views and values about their local place/community.
<ul style="list-style-type: none"> Why is this place as it is? How has it been influenced by its links with other places? What impact does it make on other places? What are the key processes of change operating on the local area/community? What issues arise from these? 	<ul style="list-style-type: none"> Specific features of the environment and economic, social, political geography of the local place, e.g. landscape, climate, demography, work, leisure, transport, cultural activities, identity. Links and connections to the wider world through travel, journeys to work, migration, media, cultural links, sport etc. 	<ul style="list-style-type: none"> Understand and be able to articulate ways in which the local place is influenced by and linked to other places; Identify, explain and evaluate the key issues and processes of change (economic, social, environmental and political) which have an impact on the local area.
<ul style="list-style-type: none"> What changes might take place in the future? What are the positive and negative impacts? What is my view about changes for the worse or for the better? 	<ul style="list-style-type: none"> Existing and future plans for the chosen ‘your place’. Candidates’ own visions/ideas for the future of the local area. Ways of effecting and affecting change. 	<ul style="list-style-type: none"> Identify and evaluate some possible future scenarios for ‘your place’ Understand and be able to articulate the differing impacts of possible changes on other people Explain and justify their own choices for the future of ‘your place’.

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| <ul style="list-style-type: none"> • How does 'your place' fit into the UK as a whole? • What are the big issues affecting the UK today and how do they affect me, my family and the local community? | <ul style="list-style-type: none"> • Broad outline of the UK and constituent countries, regions and the UK's location/ relative location in Europe. • Some important geographical issues for the UK today as relevant to candidates' local place and community. (e.g. population change (including migration), regional change, links with Europe, changing employment structure). | <ul style="list-style-type: none"> • Understand where and how the local place fits into the UK; • Have an understanding of some of the key issues affecting the UK and its people. • The potential negative and positive impacts of those changes on 'your place'. |
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Non UK City or Region*

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|--|--|---|
| <ul style="list-style-type: none"> • Where is the second chosen location? • What do I know about it? • How is this place seen, represented and experienced by others? For what different purposes? • Why is this place as it is? • How has it been influenced by its links with other places (including the UK)? • What impact does it make on other places? | <ul style="list-style-type: none"> • Views, images, perceptions including candidates' personal perceptions • The reasons for its current appearance and level of development • A variety of links should be explored at a variety of scales. (e.g. Paris is linked to it's local area through agriculture, is linked to the rest of France by a motorway network and to the rest of Europe through tourism) | <ul style="list-style-type: none"> • Use geographical terminology to position their second chosen location • Display knowledge of the characteristics of the second location (e.g. climate, landscape – urban/rural, level of development) • Show how this place has connections with other places (e.g. migration to/from the UK) • Understand the implications of these connections |
| <ul style="list-style-type: none"> • What similarities and differences are there between the two chosen locations? • What links can be identified between the two chosen locations? • What might the future hold for the two chosen locations? | <ul style="list-style-type: none"> • Despite having different locations, the two places will have similarities as well as differences. • Both places will in some ways be linked, but the strength of these links may vary. • Places are not static, and reflect an ever changing world | <ul style="list-style-type: none"> • Understand the similarities and differences between the two locations • Explore links between the two locations • Exemplify and assess the quantity and quality of those links • Suggest how these places may change in the future |

* Non UK City or region must not be a polar or mountain region

3.4 Unit A674: *Shaping our fast changing world*

Resources for this unit are available to the candidate in advance in the form of a pre-release booklet approximately three months before the exam. Candidates apply their knowledge, understanding and skills in relation to evidence provided in the pre-released resources. The resources may have a physical bias, a human bias or a combination of both. There will be a synoptic element to this unit. This unit will not be available until 2011.

In order to prepare for this unit, teachers should ensure their candidates have the following skills:

- Photograph analysis and interpretation
- Field sketching
- Fieldwork techniques
- Analysis of written articles (for understanding, interpretation and recognition of bias)
- Understanding diagrams
- Decision making
- Cartoon interpretation
- Formulating and justifying an argument
- Drawing and justifying conclusions
- Communicating to a variety of audiences and in a variety of styles

These skills can be achieved through the teaching of the three other units and exposure to contemporary materials collected during the course. For example, candidates could bring in contemporary articles on a weekly 'show and tell' basis that would stimulate them to 'think geographically' and further discussion. Once the pre release material for this Unit is available teachers should look at the context of the resource booklet and consolidate the associated skills.

Issues covered will be of global concern. Candidates will be encouraged to identify the issues, effects and possible future scenarios. Issues that could be covered in the pre release material include:

- Population change
- Our changing planet (global climate change and change through natural events)
- Trade, Aid and Superpowers
- The Challenge of planning (urban, transport, food, water, leisure)

(in order that teachers and candidates can respond to topical issues and events this list is deliberately non prescriptive).

4 Schemes of Assessment

4.1 GCSE Scheme of Assessment

GCSE Geography A (J380)	
Unit A671: <i>Extreme Environments</i>	
25% of the total GCSE marks 1 hr written paper 50 marks	<p>This question paper has two sections:</p> <p>Section A: Candidates are required to answer two structured questions based on the “hot desert” areas.</p> <p>Section B: Candidates are required to answer two questions based on their chosen extreme environment.</p> <p>Candidates answer all questions.</p> <p>This unit is externally assessed.</p>
Unit A672: <i>You as a Global Citizen</i>	
25% of the total GCSE marks Controlled Assessment 50 marks	<p>Candidates are required to complete two tasks, at least one of which must involve primary data collection.</p> <p>The assessment should represent approximately 1,000 words for each task</p> <p>This unit is internally assessed.</p>
Unit A673: <i>Similarities and differences</i>	
25% of the total GCSE marks 1 hr written paper 50 marks	<p>This question paper has four questions:</p> <p>Candidates answer all questions</p> <p>This unit is externally assessed</p>
Unit A674: <i>Shaping our fast changing world</i>	
25% of the total GCSE marks 1 hr Computer Based Test 50 marks	<p>This question paper has three questions:</p> <p>Candidates answer all questions</p> <p>This unit is externally assessed.</p>

4.2 Entry Options

GCSE candidates must be entered for all 4 units.

Candidates must be entered for certification to claim their overall GCSE qualification grade. All candidates should be entered under the following certification code:

OCR GCSE in Geography A – J380.

4.3 Tiers

This scheme of assessment consists of **two** tiers: Foundation Tier and Higher Tier. Foundation Tier assesses Grades G to C and Higher Tier assesses Grades D to A*. Candidates will be entered for either the Foundation Tier or the Higher Tier.

In no circumstances will a candidate entered for the Foundation Tier be awarded a grade higher than Grade C. Candidates achieving marginally less than the minimum mark for Grade D on the Higher Tier will be awarded Grade E. Candidates failing to achieve this standard will be ungraded.

4.4 Assessment Availability

There is one examination series each year in June.

In 2010, units A671, A672, A673 will be assessed. A674 will be available from 2011.

4.5 Assessment Objectives

Candidates are expected to demonstrate the following in the context of the content described:

AO1 Demonstrate Knowledge and Understanding

- Recall, select, and communicate their knowledge and understanding of places, environments and concepts

AO2 Application of Knowledge and Understanding

- Apply their knowledge and understanding in familiar and unfamiliar contexts

AO3 Analysis and Evaluation

- Select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues.

AO weightings – GCSE

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid.

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit A671: <i>Extreme Environments</i>	13	7	5	25%
Unit A672: <i>You as a Global Citizen</i>	5	7	13	25%
Unit A673: <i>Similarities and differences</i>	13	7	5	25%
Unit A674: <i>Shaping our fast changing world</i>	0	13	12	25%
	31%	34%	35%	100%

4.6 Quality of Written Communication

Quality of written communication is assessed in all units.

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- present information in a form that suits its purpose;
- use a suitable structure and style of writing.

5 Controlled Assessment

5.1 The controlled assessment unit

Unit A672 has been designed to be internally assessed, applying the principles of controlled assessment. Controls are set within the assessment so that validity and reliability are ensured and the assessors can confidently authenticate the candidates' work. These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking. Within each of these three stages there are different levels of control. This section sets out the overall OCR approach, but Section 3.2 on Controlled Assessment includes more detail and any specific requirements.

5.2 Task setting

5.2.1 The OCR approach

OCR will assume a high level of control in relation to the setting of tasks. The controlled assessment unit comprises of two tasks. A number of controlled assessment task titles will be available from OCR for the controlled assessment unit. These tasks have been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit in addition to completing the evidence requirements of the designated assessment task title.

5.2.2 Using controlled assessment tasks

For each task centres can choose one from a number of comparable tasks titles offered by OCR and drawn from the content areas of the specification. These tasks can be contextualised so that they allow the usage of local resources available to any centre. These tasks may also be set within overarching scenarios and briefs specifically relevant to the centre's own environment and targeted at their particular cohorts of candidates.

Controlled assessment tasks must be contextualised by centres in ways which will not put at risk the opportunity for candidates to meet the Assessment Criteria, including the chance to gain marks at the highest level.

The same OCR controlled assessment task must NOT be used as practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen controlled assessment task as guidance, if they wish to do so. The task will be changed each year. A previous year's task may NOT be re-submitted in the following year.

5.3 Task taking

5.3.1 The OCR approach

For GCSE in Geography A OCR will assume a limited level of control for research/data collection and a high level of control for analysis and evaluation of findings. The task taking parameters will be defined for several key controls as outlined below.

5.3.2 Definitions of the controls

(a) **Authenticity control:** Candidates will complete all work for assessment under direct teacher supervision except as outlined below. For GCSE in Geography A most, but not all, work for assessment would be under direct teacher supervision; for example, it is acceptable for some aspects of exploration to be outside the direct supervision of the teacher, but the teacher must be able to authenticate the work. There must be acknowledgement and referencing of any sources used.

(b) **Feedback control:** Feedback to candidates will be encouraged but tightly defined. Within GCSE in Geography A OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions. When supervising tasks, teachers are expected to:

- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;
- Exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements;
- Ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Teachers must not provide templates, model answers or written feedback on drafts.

(c) **Word Control:** About 2000 words in total, 1,000 words for each task. Tasks will be set within a broader learning programme which will allow the acquisition of subject specific knowledge and the development of appropriate practical skills.

Some of the work, by its very nature, may be undertaken outside the centre, e.g. research work, fieldwork, etc. Work outside direct supervision of the teacher might include, for example, in the library or homework club but NOT at home. Using or applying this material will be undertaken under direct teacher supervision. With all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work and be able to authenticate it using the specified procedure.

(d) **Collaboration control:** In the research stage, the work of individual candidates may be informed by working with others. In task production candidates must complete and/or evidence all work individually.

(e) **Resource control:** Access to resources will be limited to those appropriate to the task and as required by the unit. Candidates will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria. This is the responsibility of the centre, in line with any guidance from OCR.

5.3.3 Quality assuring the controls

It is the responsibility of the Head of Centre to ensure that the controls set out in the specification and the individual units are imposed.

5.3.4 Completing the tasks

Candidates should be allowed sufficient time to complete the tasks. It is suggested that evidence is produced in several sessions, each focussing on a specific step within the overall task or scenario. These may be interspersed with opportunities to learn relevant knowledge and develop appropriate practical skills

Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

5.3.5 Presentation of work

Candidates must observe certain procedures in the production of controlled assessments.

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place.
- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation or marking must be marked with the:

centre number;
centre name;
candidate number;
candidate name;
specification code and title;
assignment title.

Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure with each file clearly named with the unit code, centre number and candidate number.

5.4 Task marking

5.4.1 The OCR approach

For GCSE in Geography A OCR will assume a medium level of control in relation to the marking of tasks. All controlled assessed units will be marked by the centre assessor(s) using awarding body marking grids and guidance and moderated by the OCR appointed moderator. For this GCSE in Geography A external moderation will take the form of postal moderation or e-moderation where evidence in a digital format is supplied.

5.4.2 Applying the assessment criteria

The starting point for marking the tasks is the Marking Grids. For Geography A one marking grid is to be used for marking both controlled assessment tasks (see Appendix B). These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

Both tasks are to be marked together using the marking grid and a total mark out of 50 awarded.

5.4.3 Use of 'best fit' approach to marking grids

The assessment task(s) for each unit should be marked by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment objectives/criteria, one of the three band descriptors provided in the marking grid that most closely describes the quality of the work being marked should be selected.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the band descriptor that best describes the work of the candidate.

To select the most appropriate mark within the band descriptor, teachers should use the following guidance:

- Where the candidate's work *convincingly* meets the statement, the highest mark should be awarded;
- Where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded;
- Where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect

from candidates working at that level'. Where there are only two marks within a band the choice will be between work which, in most respects, meets the statement and work which just meets the statement. For wider mark bands the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

Only one mark per assessment objective/criteria will be entered. The final mark for the candidate for the controlled assessment unit is out of a total of 50 and is found by totalling the marks for each of the marking objective/criteria strands.

5.4.4 Authentication

Teachers/course tutors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher/course tutor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher/course tutor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. Candidates may be asked to sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form includes a declaration for assessors to sign.

5.4.5 Internal standardisation

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for Centres' own standardisation. In subsequent years, this, or Centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

5.4.6 Moderation

All work for controlled assessment is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Appendix B.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format this cover sheet should also be submitted electronically within each candidate's files.

5.5 Minimum Requirements for Controlled Assessment

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

6 Technical Information

6.1 Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms or moderator details for controlled assessments.

It is **essential** that unit entry codes are quoted in all correspondence with OCR.

Unit Entry code	Component code	Submission method	Unit titles
A672	01	<i>Postal moderation</i>	<i>You as a Global Citizen</i>
	02	<i>OCR repository</i>	

Unit Entry code	Entry Option Code	Component code	Tier	Unit titles
A671	F	01	Foundation	<i>Extreme Environments</i>
	H	02	Higher	
A673	F	01	Foundation	<i>Similarities and differences</i>
	H	02	Higher	
A674	FP	01	Foundation	<i>Shaping our fast changing world</i>
	FC	03	Foundation Computer-based test	
	HP	02	Higher	
	HC	04	Higher Computer-based test	

6.2 Terminal Rules

Candidates must take at least 40% of the assessment in the same series they enter for the full course qualification certification.

Unit A674 has a synoptic element and thus lends itself to being taken as a Terminal Unit. Of the other 3 units one must be taken to fulfil the 40% terminal assessment rule. Centres can choose which other unit to take terminally. For example it is possible for all 4 units to be taken terminally.

6.3 Unit and Qualification Re-sits

Candidates may re-sit each unit once before entering for certification for a GCSE.

Candidates may enter for the qualification an unlimited number of times.

6.4 Making Qualification Entries

Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- GCSE certification (entry code J380).

A candidate who has completed all the units required for the qualification may enter for certification either in the same examination series (within a specified period after publication of results) or in a later series.

GCSE certification is available from June 2011.

6.5 Grading

GCSE results are awarded on the scale A*-G. Units are awarded a* to g. Grades are awarded on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

GCSE are unitised schemes. Candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw marks on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit e.g. 41/100.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

Tier	(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								u
			a*	a	b	c	d	e	f	g	
F	25%	69	/	/	/	60	50	40	30	20	0
H	25%	100	90	80	70	60	50	45	/	/	0
n/a	25%	100	90	80	70	60	50	40	30	20	0

Higher tier candidates may achieve an “allowed e”. Higher tier candidates who miss a grade ‘e’ will be given a uniform mark in the range f-u but will be graded as ‘u’.

In Foundation Tier, candidates achieving less than the minimum mark for Grade G will be ungraded. In Higher Tier, candidates achieving marginally less than the minimum mark for Grade D may be awarded Grade E or will be ungraded.

Candidate’s uniform marks for each module are aggregated and grades for the specification are generated on the following scale.

Qualification	Max UMS	Qualification Grade								u
		a*	a	b	c	d	e	f	g	
GCSE	400	360	320	280	240	200	160	120	80	9-0

Awarding Grades

The written papers will have a total weighting of 75% and controlled assessment a weighting of 25%.

A candidate’s uniform mark for each paper will be combined with the uniform mark for the controlled assessment to give a total uniform mark for the specification. The candidate’s grade will be determined by the total uniform mark.

6.6 Result Enquiries and Appeals

Under certain circumstances, a centre may wish to query the grade available to one or more candidates or to submit an appeal against an outcome of such an enquiry. Enquiries about unit results must be made immediately following the series in which the relevant unit was taken.

For procedures relating to enquires on results and appeals, centres should consult the *Administrative Guide for General Qualifications* and the document *Enquiries about Results and Appeals – Information and Guidance for Centres* produced by the Joint Council. Copies of the most recent editions of these papers can be obtained from OCR.

6.7 Shelf-Life of Units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

6.8 Guided Learning Hours

GCSE Geography A requires 120-140 guided learning hours in total.

6.9 Code of Practice/ Common Criteria Requirements/ Subject Criteria

This specification complies in all respects with the current *GCSE, GCE and AEA Code of Practice* as available on the QCA website, *The Statutory Regulation of External Qualifications 2004* and the subject criteria for GCSE Geography.

6.10 Prohibited Qualifications and Classification Code

Candidates who enter for the OCR GCSE specifications may not also enter for any other GCSE specification with the certification title *Geography* in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

The classification code for this specification is 3910.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Achievement and Attainment Tables.

6.11 Disability Discrimination Act Information Relating to this Specification

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualifications and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council www.jcq.org.uk.

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

Candidates with a visual impairment may find this subject difficult to access fully.

CBT access: at the moment OCR only offers extra time for the on screen unit. For other arrangements it may be more appropriate to use a hard copy of the paper.

6.12 Arrangements for Candidates with Particular Requirements

Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council.

6.13 OCR repository

The OCR Repository allows centres to store controlled assessment electronically and to submit their moderation sample in electronic format.

The OCR GCSE Geography unit A672 can be submitted electronically: please check Section 6.1 for unit entry codes for the OCR repository.

More information on the OCR Repository can be found in Appendix D: Guidance for the Production of Electronic Controlled Assessment.

6.14 Computer-based Tests

Please use the information in Appendix C to ensure that the centre has the technical capability to administer the computer-based tests required for this specification. **Please note it is the responsibility of the Head of Centre to ensure that the centre is appropriately equipped to administer the tests in terms of system requirements and venue requirements.** The Examinations Officer within the centre is responsible for the conduct of the computer-based tests within the bounds of the Instructions for the Conduct of Examinations issued by the Joint Council for Qualifications.

Any queries concerning computer-based tests should be directed to etest@ocr.org.uk.

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7 Other Specification Issues

7.1 Overlap with other Qualifications

There is a small degree of overlap between the content of these specifications and those for GCSE Geography B, Geography Short Course and Humanities.

7.2 Progression from these Qualifications

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

7.3 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

This specification offer opportunities which can contribute to an understanding of these issues in the following topics:

This specification provides a framework for candidates to develop their spiritual, moral, ethical, social and cultural understanding. Through study of the content of the Key themes there are many opportunities for candidates to experience a sense of awe and wonder of the natural world. Similar opportunities exist related to human achievements and there is also potential for candidates to experience, appreciate and relate to cultures other than their own.

Study of the content of the four key themes and also on issues in the second part of the Geographical enquiry unit may provide opportunities to explore the impact of religious beliefs, creative abilities and values of individuals, groups and communities on societies and environments. This may help candidates to understand their own worth and the value of individuals and communities.

This specification provides a framework for candidates to develop their spiritual, moral, ethical, social and cultural understanding through the study of the four key themes as well as the issues relating to the geographical enquiry.

Most geographical issues have a moral dimension. They provide opportunities for candidates to develop a sense of fairness and justice through the exploration of values and attitudes, related to economic development, trade and aid and some of the issues in the geographical enquiry.

7.4 Sustainable Development, Health and Safety Considerations and European Developments, consistent with international agreements

These specifications support these issues, consistent with current EU agreements, in the following topics:

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report Environmental Responsibility: An Agenda for Further and Higher Education, 1993 in preparing this specification and associated specimen assessments.

The issues of sustainability and interdependent development, fundamental to Environmental Education, are also threads running through the Units 1, 2 and 3 (as well as the synoptic element of Unit 4).

The issues of health education are a focus in Unit 3 related to Similarities and differences. There are opportunities to consider health, safety and risk assessment in many different environments. These range from those used for urban and rural fieldwork activities in the UK to managing extreme environments in different parts of the world. Safety during fieldwork is paramount and candidates should be involved in Risk Assessment as part of their preparation for coursework.

There are many opportunities to study themes, places and environments through references to individual member states within the European Union, or regions within them. European examples should be used in the delivery of the subject content where prescribed in the context column and, where choice of context is possible, an appropriate balance should be achieved not only between MEDCs and LEDCs but also between the UK, European Union and other MEDCs studied.

7.5 Avoidance of Bias

OCR has taken great care in preparation of these specifications and assessment materials to avoid bias of any kind.

7.6 Language

These specifications and associated assessment materials are in English only.

7.7 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		IT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
A671	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
A672	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A673	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
A674	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website (www.ocr.org.uk). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

7.8 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Geography.

Examples of development opportunity:

ICT Application/Development	Opportunities for using ICT during the Course
Use of Internet, CD-ROMs, GIS, fax, email, the Internet, video conferencing and other technologies to access a wide range of information from different sources. To experience alternative images of people, place and environment by communicating and exchanging information locally and world-wide.	Unit A671 Accessing news about extreme environments or data on a non UK location (unit A673). Unit A673 Obtain statistics on aspects of (i.e. climate) for an extreme environment.
Use of data handling techniques to enhance the development of enquiry skills e.g. use a spreadsheet to collect, record, analyse and present data and information, use GIS to manipulate, analyse and present information.	Drafting, re-drafting and presentation of Controlled assessment. Unit A672 Use of a spreadsheet to input and manipulate data collected by fieldwork.

Develop understanding of physical, human and environmental processes by using games and simulations to problem solve.	Unit A671 Modelling of possible future scenarios for an extreme environment.
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7.9 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. These opportunities are also indicated within the content of:

Geography has a considerable overlap with the requirements of KS4 Citizenship Knowledge and understanding of European and global links and the interdependence of people and places;

- knowledge and understanding of the concept of sustainability, Local Agenda 21 and the skills to act upon their understanding;
- knowledge and understanding of the decision making processes which underpin changes in society and the environment at a range of scales;
- the skills of enquiry and communication involved in personal decision making, problem solving and the investigation of environmental issues.

As part of citizenship it is important that candidates have knowledge and understanding of the world of work. The content of this Specification (especially unit A673 Similarities and Differences) gives the opportunity to include an insight into the world of work as does the issues section of the geographical enquiry

Appendix A: Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of places, environments, concepts and locations at a range of scales. They use geographical terminology accurately and appropriately.

They apply appropriate knowledge and understanding of a wide range of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts. They recognise and understand complex relationships between people and the environment, identifying and evaluating current problems and issues, and making perceptive and informed geographical decisions. They understand how these can contribute to a future that is sustainable.

They select, evaluate and use effectively a wide range of relevant skills and appropriate techniques and technologies. They identify relevant questions and issues and establish appropriate sequences to undertake investigations independently. They collect and record accurately a range of appropriate evidence from a wide range of sources, including fieldwork. They analyse and interpret information and critically evaluate its validity. They reflect on the limitations of evidence, detecting and responding to bias to make informed and reasoned judgements to present substantiated and appropriate conclusions.

Grade C

Candidates recall, select and communicate knowledge and understanding of places, environments, concepts and locations across different scales. They use geographical terminology appropriately.

They apply their knowledge and understanding of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts. They understand relationships between people and the environment, identifying and explaining different problems and issues and making geographical decisions that are supported by reasons, including sustainable approaches.

They select and use a variety of skills, and appropriate techniques and technologies to identify questions and issues to undertake investigations. They collect and record appropriate evidence from different sources, including fieldwork. They analyse and interpret evidence and recognise some of the limitations of evidence to reach plausible conclusions.

Grade F

Candidates recall, select and communicate knowledge and some limited aspects of understanding about places, environments and concepts at more than one scale. They communicate their ideas using everyday language.

They apply their understanding of some simple physical and human processes and patterns in different contexts. They recognise simple relationships between people and the environment. They identify problems and issues and make decisions informed by simple reasons and evidence.

They use skills and a limited number of techniques and technologies to undertake an investigation. They collect and record a limited selection of evidence from some sources, including fieldwork. They interpret evidence to reach some basic conclusions.

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Appendix B: Marking Criteria for Controlled Assessments

	Level 1 [0 – 5 Marks]	Level 2 [6 – 11 Marks]	Level 3 [12 – 15 Marks]	total
AO1	<p>The candidate has some awareness of some of the issues raised by their consumer decisions.</p> <p>The candidate begins recognises that different consumer decisions may have different impacts.</p> <p>The candidate comments at a basic level on the extent to which the chosen consumer landscapes is sustainable.</p> <p>The candidate begins to reflect on the extent to which current and future consumer choices may be sustainable.</p>	<p>The candidate understands the issues raised by their consumer decisions.</p> <p>The candidate recognises and begins to analyse how different consumer decisions may have different impacts on the environment.</p> <p>The candidate begins to evaluate how sustainable the chosen consumer landscape is.</p> <p>The candidate analyses the extent to which current and future consumer choices may be sustainable.</p>	<p>The candidate has a clear knowledge and understanding of the issues raised by their consumer decisions.</p> <p>The candidate analyses and begins to evaluate how different consumer decisions may have different impacts on the environment.</p> <p>The candidate makes a full evaluation of the sustainability of the chosen consumer landscape.</p> <p>The candidate analyses and evaluates the extent to which current and future consumer choices may be sustainable.</p>	/15
AO2	<p>[0 – 7 Marks]</p> <p>With teacher guidance, the candidate displays some understanding of the impacts of their consumer decisions on people and/or the environment.</p> <p>The candidate briefly outlines their own personal views about consumer decisions and begins to justify their opinions</p> <p>The candidate outlines some of the specific changes that they could make that would contribute to a more sustainable future.</p> <p>Interpretations of geographical situations will be basic and tend to be from one perspective.</p>	<p>[8 – 15 Marks]</p> <p>With limited teacher guidance, the candidate displays a sound understanding of the impacts of their consumer decisions on people and the environment.</p> <p>The candidate describes some of the changes that they could make that would contribute to a more sustainable future.</p> <p>Interpretations of geographical situations will be sound and begin to reflect a number of perspectives.</p>	<p>[16 – 20 Marks]</p> <p>The candidate displays a clear and detailed understanding of the impacts of their consumer decisions on people and the environment.</p> <p>The candidate fully describes and gives reasons for their own personal views about consumer decisions offering justification for their opinions.</p> <p>The candidate explains fully some of the specific changes that they could make that would contribute to a more sustainable future.</p> <p>Interpretations of geographical situations will be detailed and reflect a range of different perspectives.</p>	/20

	Level 1	Level 2	Level 3	total
	[0 – 5 Marks]	[6 – 11 Marks]	[12 – 15 Marks]	
AO3	<p>With teacher guidance, the candidate presents a basic investigation of how consumer decisions may have a positive or negative impact on people. The candidate outlines in simple terms some creative ideas for impacts in the future. With help, the candidate identifies geographical questions and recognises the sequence of an investigation. The candidate displays basic skills in gathering and selecting information from a limited range of visual, written and oral sources.</p> <p>With teacher guidance, the candidate presents an organised piece of work. The work shows basic accuracy and clarity. The candidate communicates using simple statements and uses a limited variety of basic presentation techniques.</p>	<p>With limited teacher guidance, the candidate demonstrates a range of enquiry skills and techniques in exploring and analysing consumer patterns. The candidate presents a sound investigation into how consumer decisions may have a positive or negative impact on people. The candidate outlines some creative ideas for the future of consumer habits and justifies their plans. The candidate identifies and begins to analyse geographical questions and establishes the sequence of an investigation. The candidate displays a range of skills in gathering and selecting a variety of information from a suitable selection of visual, written and oral sources. The candidate presents a clear and logically organised piece of work, perhaps with some teacher guidance. The work is largely accurate, and some specialist terms are used appropriately. A range of well chosen and suitable presentation techniques is evident, appropriate to both task and intended audience.</p>	<p>The candidate demonstrates a broad range of enquiry skills and well-chosen techniques in exploring and analysing consumer patterns. The candidate presents an accurate and detailed investigation into how consumer decisions may have a positive or negative impact on people. Displaying initiative, the candidate outlines some creative and innovative ideas for the future of consumer habits and justifies and evaluates their plans in detail. The candidate identifies analyses and evaluates geographical questions and issues and establishes an appropriate sequence of an investigation. The candidate displays a broad range of skills in gathering and selecting a wide variety of information from an extensive range of written, visual and oral sources. The candidate produces a piece of work that shows imagination and initiative. The work is accurate, and specialist terms are used adeptly. A wide range of effective and well-produced presentation techniques is evident, appropriate to both task and intended audience.</p>	/15
				/50

Appendix C: Centre Audit for Running Computer-Based Tests

Please use this information to ensure that the centre has the technical capability to administer the computer-based tests required for this specification. **Please note it is the responsibility of the Head of Centre to ensure that the centre is appropriately equipped to administer the tests in terms of system requirements and venue requirements.** The Examinations Officer within the centre is responsible for the conduct of the computer-based tests within the bounds of the Instructions for the Conduct of Examinations issued by the Joint Council for Qualifications.

If there are any difficulties in completing the audit, please contact etest@ocr.org.uk.

Requirements for OCR Computer-based Tests

- *Ensure that the Head of Centre, Examinations Officer, Systems Manager/Technician, subject teacher and SENCo (if appropriate) are clear about what is involved.*
- *Check that the centre can meet the technical and venue requirements.*

It is essential that all stakeholders within the Examination Centre plan the process for running computer-based tests carefully and methodically. The technical set up of the hardware and software is likely to take a little time and application and so should be carried out well in advance to allow for any technical issues to be resolved in good time.

Before starting teaching the specification – planning and approval

1. Agree who is to be the Test Administrator, responsible for making sure that the tests are conducted properly. The Examinations Officer may fulfil this role or may delegate it to a colleague.
2. Audit the centre against the Centre Check list. This checks that the centre is able to meet the technical eligibility requirements. The school or college Systems Manager/Technician must be part of this process.
3. Ensure that the member of staff responsible for the Centre Network is aware of the plan to use computer-based testing. Consider the implications of using computer-based testing carefully.

Before entries are made for a Computer-based Test – setting up

1. The Technician must ensure that the necessary hardware and software has been set up before entries are made. The set up must be done according to the instructions provided with the software.
2. The Technician installs the software according to instructions and runs all necessary diagnostic tests.
3. The Technician checks that the programs are running correctly and communicating properly with each other and the outside world.
4. The Technician checks that the software is running properly on the machines to be used for the live computer-based tests. It is important that an early decision is made on which room and equipment is to be used for the live tests.
5. Entries are made following the usual procedure, ahead of the entries deadline.

At least one month before the test date

The subject teacher and Test Administrator run a practice test for candidates so that they are familiar with the format and look of computer-based tests.

Prior to the live test

1. The Test Administrator and technician ensure that all hardware and software is running appropriately in the room where the tests are to take place.
2. The Test Administrator and technician ensure that they understand the process for downloading and accessing the live tests.
2. The Test Administrator checks the mouse, keyboard, screen and headphones (if required) on each candidate workstation.

On the day of the test

1. The Test Administrator runs the tests according to the instructions and within the bounds of the Instructions on the Conduct of Examinations document provided by Joint Council for Qualifications.
2. The Test Administrator uploads candidates' responses according to the instructions.

CENTRE CHECKLIST FOR RUNNING COMPUTER-BASED TESTS

Technical Requirements	
Minimum Requirements for each Candidate Computer	
Processor speed	1.0 GHz
Memory (RAM)	128MB RAM (256 MB recommended)
Hard Disk space	At least 250Mb of available hard disk space
Operating System	Windows XP/2000/2003
Browser	Internet Explorer 6 (or above)
Display	High colour 32 bit display or better. Resolution 1024 x 768
	Mouse Re-writeable CD or DVD drive 16-bit soundcard Headphones with adjustable volume for candidates requiring a reader or taking a test involving audio
Admin rights	PC/Network Administration rights for installation
Protocols supported	TCP/IP
Player	Flash Player version 8
Minimum Requirements for Test Administrator Computer (as above plus)	
Processor speed	1.0 GHz
Memory (RAM)	512MB RAM
Hard Disk space	At least 1.5Gb of available hard disk space
Adobe application	Adobe Acrobat reader installed
Printer	Connection to a printer
Minimum Server Requirements	
Processor Speed	1.7GHz or above (single CPU Server) 1.2GHz or above (multiple CPU or dual core CPU Server)
Memory (RAM)	512MB RAM
Hard Disk space	Minimum 2Gb free space
Operating System	Windows 2000 Server (Service Pack 4 or later) Windows 2003 Server** Windows 2003 Server Release 2**
Network Infrastructure Guidelines	
Network Connection	1Gb LAN interface card
Cabling	Category 5/5e/6 UTP Cabling
Server Connection Speed	1Gb server connection
Workstation Connection	Switched 100Mbps connection recommended
Connection Sharing	Shared 100Mbps connections if necessary but a maximum of 24 users per switch feed. Hubs, where used, should not be cascaded

Administration Requirements
Workstation Requirements
Capacity for a minimum of seven candidates (8 PCs)
A spare capacity of one workstation for every seven
1 workstation within the same room as the candidate workstations to run administrative functions
Test Room Requirements
A quiet room or rooms, free from distractions and interruptions
A room or rooms and equipment dedicated to the test during the session
Good lighting, without disruptive glare on screens
Proper ventilation and heating (where necessary)
Walls free from display material
Appropriate furnishing to give candidates maximum comfort
Adjustable chairs
Adequate space at each workstation to allow candidates to take notes
Secure workstations. Seating arrangements should prevent candidates from being able to see a fellow candidate's screen. The minimum distance between the outer edge of one screen and the next should be 1.25 metres, unless the monitors are positioned back to back or separated by dividers high enough to prevent other candidates from overlooking the work of others. In this case, the minimum distance need not apply. However, if the screens are diagonally opposite and not separated by dividers, 1.25 metres may not be sufficient. The principal objective is to ensure that no candidate's work can be overseen by others, and Examinations Officers must take appropriate steps to ensure that this can be achieved.
A clock or clocks in the room visible to all candidates, or the provision of alternative arrangements
A means of summoning assistance (e.g. phone) and support contact details available in the test room for emergencies
Disabled access to the test room and to workstations, or the provision of alternative arrangements, e.g. a ground floor room.
Facilities for registration and ID checking
Requirements Outside the Test Room
None
Administrative Personnel
An Examinations Officer who will be available during all OCR CBT live sessions.
A minimum of one invigilator per room for each session. If there are more than 25 candidates in a room, there should be a further ratio of 1 invigilator to every 25 candidates.
The Examinations Officer and invigilator must be familiar with the emergency procedures for the test venue.

OCR computer-based tests will normally be administered at the centre, providing the centre has a venue which meets the following technical criteria, **or can be run at an external test venue** where authorisation has been given by OCR, for example where a candidate is in hospital on the day of the examination. An external test venue may be an appropriate multimedia room at a school or college or other venue suitable for computer-based testing but must meet the same technical criteria. The venue must have technical support personnel who will be available for during all OCR computer-based tests live sessions.

Appendix D: Guidance for the Production of Electronic Controlled Assessment

The Controlled Assessment in Unit A672 comprises two tasks.

Structure for evidence

A Controlled Assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index, called 'Home Page.'

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the Unit code A672, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces evidence for the two Controlled Assessment tasks. Each task should be contained within a separate folder within the portfolio.

Each candidate's Controlled Assessment task should be stored in a secure area on the centre network. Prior to submitting the Controlled Assessment portfolio to OCR, the centre should add a folder to the folder tree containing Controlled Assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format. (Further information on this topic is provided in the separate OCR guidance on digital Controlled Assessment submissions).

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic Controlled Assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only digital photographs (as required by the specification) and word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Word processed documents or PowerPoint presentations must be converted to HTML or PDF formats before submission. OCR will not accept compressed (zipped) file formats. Where new formats become available that might be acceptable, OCR will provide further guidance.

It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

Accepted File Formats

Movie formats for digital video evidence

MPEG (*.mpg)

QuickTime movie (*.mov)

Macromedia Shockwave (*.aam)

Macromedia Shockwave (*.dcr)

Flash (*.swf)

Windows Media File (*.wmf)

MPEG Video Layer 4 (*.mp4)

Audio or sound formats

MPEG Audio Layer 3 (*.mp3)

Graphics formats including photographic evidence

JPEG (*.jpg)

Graphics file (*.pcx)

MS bitmap (*.bmp)

GIF images (*.gif)

Animation formats

Macromedia Flash (*.fla)

Structured markup formats

HTML (*.html, *.htm)

XML (*.xml)

CSS (*.css)

XSL (*.xsl/*.xslt)

Text formats

PDF (.pdf)

Please consult OCR guidance on digital Controlled Assessment submissions for advice on compatibility of versions of these file formats.